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ABSTRACT

This booklet for pupil personnel services (PPS) professionals describes five selected exemplary PPS district programs in Illinois (Bloomington District 87, Dundee Community Unit School District 300, Lake Park Community School District 108, Lyons Township High School District 204, and Warren Township High School District 121) as well as the criteria used in selecting them. For each of the programs listed the booklet presents demographic information, a program description, unique program characteristics, and a contact person for that district. Topics discussed within the program descriptions include type and number of personnel, lines of supervision, personnel teaming efforts, policies and procedures, specific programs or activities, community relations, functions of the different PPS personnel, and program evaluation and needs assessment. Areas considered under unique program characteristics include attitude and philosophy of the PPS professionals, special and distinctive programs or services, and administrative and special program structure. (WAS)

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EXEMPLARY PUPIL PERSONNEL SERVICES PROGRAMS IN ILLINOIS,

School Year 1981-82

Illinois State Board of Education
Department of Specialized Educational Services

Springfield, Illinois
April, 1983

Edward Copeland, Chairman
Illinois State Board of Education

Donald Gill
State Superintendent of Education

CG 016960

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FOREWORD

The Illinois State Board of Education is pleased to publish this booklet, EXEMPLARY PUPIL PERSONNEL SERVICES PROGRAMS IN ILLINOIS. This booklet provides information for each of the selected exemplary pupil personnel services programs, as well as an overview of the process used to identify these programs.

In June of 1981, as part of their statement on pupil personnel services, Illinois State Board of Education requested a search for exemplary pupil personnel services programs throughout Illinois. This search was requested in order to highlight the importance of pupil personnel services in a comprehensive school delivery system, to publicly honor districts which have achieved excellence in pupil personnel services program delivery, and to provide models for other districts in improving their own pupil personnel services delivery systems.

During the fall of 1981, Illinois State Board of Education staff with the assistance of Pupil Personnel Services Advisory Board members developed the criteria and process to identify these programs. Subsequently, the exemplary pupil personnel services search was announced throughout the state.

Following this announcement, 100 school districts requested applications, and 45 school districts subsequently applied. Of those 45 districts, through an application and review process, 16 districts were selected for on-site visits. In January of 1983 following these on-site visits five districts were chosen as exemplary pupil personnel services programs. They are: Bloomington District 87; Dundee Community Unit School District 300, Lake Park High School District 108; Lyons Township High School District 204; and Warren Township High School District 121.

I extend congratulations to the staff of these five exemplary pupil personnel services programs. I know others share my concern and continued interest for the need of providing quality pupil personnel services programs for the students, parents, staff, and community members in Illinois.

Donald G. Gill

Donald G. Gill
State Superintendent of Education

OVERVIEW

Using principles and policies set forth by the Illinois State Board of Education in June of 1981 as a guide, a task force composed of Illinois State Board of Education staff and Pupil Personnel Services Advisory Board members developed a definition of an exemplary pupil personnel services program which summarized the selection criteria to be used:

> An exemplary pupil personnel services (PPS) program is an integral comprehensive component of a total educational program delivered through the effective teaming efforts of school guidance counselors, school nurses, school social workers, and school psychologists. The program assists all students to achieve their maximum potential through services aimed at their physical, emotional, personal, social, educational, and career goals. This assistance is accomplished directly through services to students and indirectly by helping staff, parents, and other persons in the community provide optimal teaching and learning conditions for students.

From this definition, the task force identified five major components of an exemplary pupil personnel services program: delivery of services, personnel, program design, administration, and planning and evaluation.

Within these major components of an exemplary pupil personnel services program, the following criteria were developed:

Accessibility	The program is accessible to all students, parents, staff, and community members.
Board Commitment	School board commitment is evidenced by board policies, the organizational structure, and fiscal allocations.
Communication	Communication is planned and enlists public support for pupil personnel services programs.
Community Outreach	Coordination of services with community agencies is demonstrated.
Dissemination	The district personnel are willing to share program ideas with others.
Establishment	The pupil personnel services program has a historical foundation upon which it is based.
Evaluation	Evaluation is a continuous process throughout the planning, structuring, and implementation of the program.

Four Disciplines	School nurses, school psychologists, school social workers, and school guidance counselors are key participants in the program delivery system.
Goals, Objectives, Activities	The pupil personnel services program has written goals, objectives, and activities which are revised, at a minimum, on an annual basis.
Needs Assessment	Pupil personnel services are determined from a comprehensive needs assessment process.
Ratios	Sufficient staff are available (due to their student/professional staff ratios) to provide and insure a full continuum of pupil personnel services.
State-Certification	School nurses, school psychologists, school social workers, and school guidance counselors are state-certified.
Student Needs	The pupil personnel services program assists students to achieve their career, social, physical, emotional and educational goals.
Teaming	The school nurse, school psychologist, school social worker, and school guidance counselor meet on a regular basis to analyze the problems of students.
Training	The pupil personnel services program provides staff development activities for pupil personnel services professionals and allows pupil personnel services professionals to provide staff development for others and share their resources with others.

The five district exemplary programs which follow met these criteria which were developed by an exemplary pupil personnel services task force around the principles and policies of the Illinois State Board of Education in June of 1981.

As the reader looks through this district information, please note that district contact persons are listed. Please do not hesitate to write or call these contact persons if additional program information is required.

School District Bloomington District 87
300 E. Monroe, P. O. Box 249
Bloomington, IL 61701

District Superintendent Dr. George L. Stimeling

District Population 5485

Contact Person (name) Rosemary Dustman
(title) Supervisor of Pupil Services
(phone) 309/827-6031

Age Range of Students 3-21

Number of Attendance Centers by Type

1 high school

8 K-6

1 1 7-8 Jr. High

1 School for Developmentally Disabled)

Demographic Information

District 87 is a K-12 unit district serving approximately 5,500 students. The Bloomington Schools serve as the administrative district for an area vocational center, a school for the developmentally disabled, an LPN program and an adult education program.

Bloomington, a city of approximately 44,000 inhabitants, is located in the heartland of Illinois and is served by two major interstates, I-55 and I-74. Bloomington/Normal is a cultural, educational and business center. Two universities and the home/state offices for companies such as State Farm Insurance, Illinois Agricultural Association and General Telephone Company are located within the twin-cities. Light manufacturing also contributes to the economic life of the community.

District 87 serves children who reside within the Bloomington city limits. The approximately 45% of the high school youth go on for post high school educational training. Students come from varying ethnic and socioeconomic backgrounds. Approximately 86% of the students are white, 11% black, 2% Hispanic and 1% from other ethnic backgrounds. Three of the elementary attendance centers are designated as Chapter 1 schools. Students come from diverse economic backgrounds; there are areas of the city where public housing is located, and in other locales very expensive homes are found.

The community is generally very supportive of institutions which serve its citizens and children. There is a very active parks and recreation program, and a new library, YMCA and YWCA have been built within the past ten years.

Program Description

Throughout periods of financial problems and declining enrollments, the Bloomington Board of Education and the community have been supportive of pupil personnel services. There is recognition that these services and

programs are necessary if we are to meet the developmental and remedial needs of students.

Two central office administrators direct and coordinate these services and programs. Although counselors and nurses are supervised by one administrator and psychologists and social workers by another, a cooperative and close working relationship between administrators facilitates coordinated and cohesive services. A Special Services Coordinating Council convenes each month to address concerns, strengthen communication processes and plan strategies to improve services. The Council's membership is representative of PPS workers, teachers, administrators and other specialists. A Special Services Handbook and procedural handbooks for nurses and counselors help insure consistency and provide faculty with information about policies, procedures and roles/responsibilities of PPS workers.

Functional Board of Education policies and procedures have been developed in the following areas: (a) student records, (b) access to students on school property, (c) maternity students, (d) reporting suspected child abuse/neglect cases, (e) administering medicine to students, (f) student physical examination/immunization requirements, (g) student assessment. Appropriate representative staff assist in the development, revision and interpretation of these policies.

PPS staff members are assigned to specific buildings enhancing communication and coordination efforts. The teaming efforts of counselors, social workers, psychologists and nurses are systematic and ongoing at the building level as they work with children, parents and staff. Building administrators are supportive and take active leadership roles in identifying, referring and serving children with special needs. PPS workers and other faculty members work as a team in the following representative areas: (a) preschool screening program, (b) kindergarten screening program, (c) promotion/retention decisions, and (d) special education referrals and staffings. PPS workers utilize a multitude of community agencies as referral sources, included but not limited to DCFS, Center for Human Services, McLean County Health Department, Illinois State University, and Lighthouse (The McLean County Alcohol and Drug Assistance Unit).

As well as working effectively as team members, PPS workers make their own unique contributions to children, staff and parents. A continuous and coordinated guidance and counseling program exists for children from kindergarten through grade twelve. Many systematic, developmental group guidance activities are conducted at all levels, with emphasis on social/emotional development, career orientation and substance abuse education. Psychologists and social workers handle special education referrals expeditiously and provide technical assistance to classroom teachers when children are found ineligible for special education programs. School nurses work continuously to promote good health and prevent illness and disease among children. Evidence of this is that 99.4% of district children were in compliance with immunization/examination requirements in the fall of 1982.

Periodic program evaluation, needs assessment and follow-up studies result in program/services revision and innovation. A priority objective of all administrators during the past three years has been evaluation of staff. It is felt that this is an extremely important component and assists in ensuring the best possible services to students, parents and staff.

Unique Program Characteristics

The total staff of the Bloomington Public Schools is outstanding in its efforts to identify and attempt to meet the cognitive and affective needs of students. The group is caring, humanistic and supportive of each other as they strive to provide a climate that enhances growth and learning of students.

The fourteen counselors, five school nurses, two social workers and three psychologists are highly qualified and committed professionals. They are assertive student and program advocates. As individuals and team members they provide excellent services to students, parents and the district as a whole. Many have been active leaders in the community and at the state level.

The following are major exemplary components of the Bloomington Public Schools' PPS program.

1. Coordinated and comprehensive services are available for all K-12 students.
2. The program is well organized; systematic procedures are in place that facilitate the active involvement of PPS workers in the planning, implementation and evaluation of services.
3. The staff team effectively at both the building and district level.
4. Public relations efforts are strong and community resources are used effectively.
5. Groups such as the Special Services Coordinating Council and the District Curriculum Council facilitate the planning of coordinated programs/services.
6. Excellent Board policies and procedures facilitate the work of staff; these policies/procedures have been developed with input from representative staff.
7. The Bloomington High School Career Guidance Center has been given statewide recognition.
8. An elementary school guidance and counseling program focuses on the developmental needs of children.
9. District administrative structure designates the responsibility for psychologists and social workers to one administrator and counselors and nurses to another. The close and cooperative working relationship of the two administrators facilitates coordinated and cohesive services.
10. Expectations in regard to the performance of PPS workers are high; a well-developed program of staff evaluation helps to insure high quality performance.

School District Dundee Community Unit School District 300
405 N. Sixth Street
West Dundee, Illinois 60118

District Superintendent Robert W. Trevarthen

District Population 10,700

Contact Person (name) Robert B. Hansen
(title) Director, Pupil Personnel Services
(phone) 312/426-1300 ext. 346

Age Range of Students 3-21

Number of Attendance Centers by Type 4 high school
5 6-8
10 K-5

Demographic Information

Community Unit School District 300 serves a population of 42,000 people who live in the Fox River Valley communities of East and West Dundee, Carpentersville, Sleepy Hollow, Algonquin, and Lake in the Hills as well as the surrounding countryside west as far as Hampshire.

German and Scottish immigrants settled the area which remains predominantly white. Minorities make up about 10 percent of the population of Carpentersville. The district is on the western fringe of the Chicago metropolitan area and is economically tied to the city as well as to Elgin--four miles to the south.

This year, 10,700 students attended the district's four high schools, five middle schools and ten elementary schools. Approximately 60 percent of the graduates go on to college. Because of declining enrollment, two elementary buildings were closed in 1982, and a high school and middle school will be closed this summer.

Program Description

The Pupil Personnel Services Department of Dundee Community Unit School District 300 is comprised of approximately 125 staff members. Included are four psychologists, four social workers, ten nurses and nineteen counselors with special education staff making up the balance. In addition, there are three special education supervisors who report directly to the Director. They are responsible for the supervision of all programs, staffings and evaluation. The Director of Pupil Personnel Services reports to the Deputy Superintendent.

District 300 has utilized many different types of needs assessments to evaluate the PPS program and services including questionnaires to parents and students, the Illinois Problems Index, evaluation by the North Central Association, assessments conducted by the Northwestern Illinois Association

(NIA), and evaluations and input from district personnel. The results influence in-service training, staff development program planning and delivery of services. The PPS Director and the Director for Staff Development plan activities to meet identified needs.

Each school has its own PPS team which determines the services needed by an individual student. The team meets regularly and includes the principal, school nurse, social worker, psychologist, counselor and other staff appropriate to the situation. They review all referrals for service and notify parents of their recommendations which may include social work service, psychological evaluation, a revised schedule or even a referral to an outside agency. The teams also give staff input regarding specific concerns and evaluate the services being provided.

The staff has developed good working relationships with several community agencies and knows where to make referrals when needed. For instance, the nursing staff and Elgin Well Child Conference work cooperatively to make sure students receive proper immunizations and physical exams. The nursing staff also works with local dentists and dental hygenists to provide a dental program for elementary students. Social workers and counselors work with local family service associations and private counselors to make sure needed services can be provided.

Unique Program Characteristics

"I believe every child has hidden away somewhere. . .noble capacities which may be quickened and developed if we go about it in the right way." This quote by Helen Keller summarizes the way we feel about "our" children.

In education, going about it in the right way means considering the needs of the whole child--physical, emotional and intellectual. That's why we offer health, counseling, psychological and social work services, as well as speech therapy in every school. We also provide homebound instruction. But this is just the beginning. Our staff is trained to help shape the environment to promote maximum growth. That's why you will find them diagnosing problems in the classroom, evaluating health conditions at home and interpreting behavior for other staff.

Our concern for special children begins early--with year-round preschool screening and a daily program for those found to have traits which could interfere with learning. Children who show special learning problems in kindergarten are offered individualized instruction in a developmental first grade.

The several services available for LD children are geared toward return to the regular classroom. There are special classrooms for children with behavior problems and a complete educational program for BD adolescents. We also provide appropriately for the child who is EMH, TMH, physically or multiply disabled, hard of hearing or deaf, partially seeing or blind.

We are particularly proud of our Pupil Personnel Services Procedure Manual, our comprehensive Nursing Handbook, and most of all our total commitment to a team approach with dealing with each student.

School District Lake Park Community Unit School District 108
600 South Medinah Road
Roselle, Illinois 60172

District Superintendent Dr. G. Allan Gogo

District Population 2,600

Contact Person (name) Dr. Jack A. Bils
(title) Director, Pupil Personnel Services
(phone) 312/529-4500

Age Range of Students 13-20

Number of Attendance Centers by Type 2 high schools
1 alternative school

Demographic Information

Lake Park High School District 108, located 30 miles northwest of Chicago, serves the suburban villages of Bloomingdale, Hanover Park, Itasca, Keeneyville, Medinah, Roselle, and Wood Dale. The area is generally middle class to upper-middle class.

Lake Park High School offers a four-year comprehensive program with a freshman-sophomore campus and a junior-senior campus located at opposite ends of Roselle. In addition, Lake Park operates an alternative school located in the district for moderate behavior disordered students.

The 1982-83 enrollment for the District was approximately 2,600 students, with 62% of the student body pursuing some type of higher education. The school is a member of the DuPage Area Vocational Education Authority (DAVEA) with over 200 students attending classes for half of their school day. Lake Park also conducts an evening school for students who need additional courses to receive a Lake Park diploma. The College of DuPage and Northern Illinois University hold night classes in the district.

Lake Park is accredited by the Illinois State Board of Education and the North Central Association of Colleges and Schools.

Program Description

Lake Park High School District 108, for the past several years, has made a concerted effort to expand and develop its services to students. Although the Illinois State Board of Education includes guidance, psychological, social work, and health services under the Pupil Personnel Services umbrella, Lake Park, in order to improve its coordination of services, has included special education, homebound, speech therapy, and English as a Second Language under this category. To further refine this concept, a Pupil Personnel Services Referral Team meets weekly at each campus to provide, in a systematic way, planning for the unique needs of students. Referral to the team may be made by the students themselves, any school personnel, or parents. The membership of this team includes a school nurse, school psychologist, managing coordinator for counseling, school social

worker, supervisor of special education, dean of students, and director of Pupil Personnel Services. In attempting to work with the needs of these students, the individuals represent a broad range of disciplines to reinforce the school's intent to provide a broad continuum of services so that the unique needs of students can be met in a variety of ways. A continuum of services from peer tutoring to residential, twenty-four hour placement is available.

The evaluation and assessment of the Pupil Personnel Services program is conducted through a variety of procedures. Lake Park has an extensive appraisal system, including a minimum number of conferences and/or observations and post-observation conferences. Also, at the end of the appraisal year, a summary management team conference plus a written summary of the conference provide an individual needs assessment with job targets then being generated for the next year. Every three years, the district surveys parents, students, and teachers on their opinions of the school. A number of the questions relate directly to the Pupil Personnel Services area. Within the health services, the DuPage County Health Department provides further evaluation/needs assessments. Health personnel, through monthly meetings with building principals, weekly and monthly reports, a periodic review of accident reports, compilation of seminannual log reports, and school health summaries, maintain an ongoing assessment. The Pupil Personnel Services Referral Team conducts assessments throughout the school year. District feedback also comes from parents and students from each of the two campuses. The One- and Five-Year Plan for Vocational Education also speaks to Pupil Personnel Services. The guidance department meets as a department on a regular basis for program improvement and enrichment.

Unique Program Characteristics

Lake Park High School District 108's Pupil Personnel Services program consists of caring, energetic, and enthusiastic individuals who assertively work with the needs of students. Lake Park is attempting to unify and coordinate services from a variety of disciplines in a systematic way to fit the unique needs of students. The District continues to work on an expansion of alternatives.

The goal of the District is to provide complete services to students, both quantatively and qualitively. Communication and procedures are developed with the intent to provide appropriate services to students in a cost-effective manner.

A comprehensive information system helps PPS communicate with its various publics. A PPS Referral Team at each campus meets weekly with the position of chairperson being filled on a rotating basis by different members of the Referral Team. Numbers of alternatives, including special education, are considered in working with each youngster. Well-developed programs are utilized to provide information to parents and students. Homeroom time is effectively utilized with both individual students and groups of students. Supportive services are provided to maximize the use of time by certified staff members.

School District Lyons Township High School District 204
100 South Brainard Avenue
LaGrange, Illinois 60525

District Superintendent John L. Bristol

District Population 3,800

Contact Person (name) Roy Muchna & Ralph Johnson
(title) Supervisors of Pupil Services
(phone) 312/354-4220 (ext. 365-Muchna)(ext. 257-Johnson)

Age Range of Students 14-18

Number of Attendance Centers by Type 2 high schools

Demographic Information

Lyons Township High School is a four-year comprehensive suburban high school enrolling approximately 3,800 students in two campuses. Grades 9 and 10 are housed at the South Campus located in Western Springs and grades 11 and 12 are housed at the North Campus in La Grange, about one mile away. The district serves a population of about 80,000 from the villages of La Grange, Western Springs, Countryside, Hodgkins, Indian Head Park, La Grange Highlands, La Grange Park, and parts of Brookfield and Willow Springs. Many of the residents are college graduates who work as professional and managerial people. The community has been very supportive of excellent schools.

About eighty percent of the faculty of 274 staff members have Master's degrees or beyond. A wide range of courses are offered through the eleven departments of the school. Nearly 300 upper class students participate in six cooperative work-study programs. Graduates from these programs directly enter the job market, go on to specialty or trade schools, enter the armed services, or go on to 2- or 4-year colleges. Approximately eighty percent of all graduates attend 2- or 4-year colleges.

Program Description

The structured counseling and guidance program has been in effect at Lyons Township High School since 1941. Originally, there were four class counselors, and classroom teachers provided some guidance services to advisory groups. In recent years, the department has expanded and diversified its services until attaining its present program of counseling, guidance, testing, speech, and health services. Although the Department of Special Education at Lyons Township High School is separate from the Pupil Services Department, interdepartmental cooperation is continuous.

Presently membership of the Pupil Services Department is comprised of three class counselors assigned for four years to each class; a social worker at each campus; one psychologist, one career consultant, one college consultant, one test supervisor, and one speech therapist, all of whom serve at both campuses; two full-time nurses and two part-time nurses. Two supervisors head the department; each also is a class counselor.

The Pupil Services Department is an active, vital part of the total school program. Teachers, administrators, parents, and students help establish the department's goals and objectives, plan and complete its activities, and participate in evaluations. Regular department meetings are held to discuss issues, plan activities, and evaluate programs and, at times, are attended by school administrators, parents, students, other staff members, and out-of-town speakers. The members of the Pupil Services Department serve on departmental as well as on school-wide committees. The two supervisors are members of the administrative Curriculum Council which meets regularly to discuss and evaluate all aspects of the school curriculum. In addition, evening meetings allow for staff interchange with parents.

Each class counselor is assigned an alphabetical list of approximately 300 students whom they register as 8th graders in the sending schools and follow through until graduation. They work with the students individually and in small groups regarding personal, social, educational, and career concerns. The counselors also implement the ongoing developmental guidance program in groups.

The two school social workers serve students individually or in small groups, primarily dealing with students whose problems require frequent and/or ongoing contacts. One of the social workers heads up our peer counseling programs and the other presents frequent parent seminars designed to improve adult-adolescent relationships.

The speech therapist individually tests each new student for any speech disorders. She works in treatment individually and in small groups with students. She also works with foreign-language-speaking students who need individual assistance.

The college and career consultants work cooperatively on many of the parts of the guidance program. They meet all juniors and seniors in groups in the fall to distribute appropriate information and are also responsible for applications and transcripts to colleges or specialty schools. The career consultant plans a North Campus Career Day, coordinates the work-study program, and also works with school and community committees. The College Consultant supervises the planning of our college and career night, supervises some 225 college representatives who visit the school to see students in small groups, conducts evening round tables for junior and senior parents and also supervises the external testing programs, i.e., SAT, ACT, PSAT, ACH, Advanced Placement.

The supervisor of testing is in charge of testing for placement of all new students, advises departments regarding grouping according to cognitive ability, is responsible for furnishing testing statistics to the entire certificated staff, and supervises the internal testing, i.e., the NEDT for freshmen and sophomores, the C.P.P. for sophomores, the Cooperative Reading test given twice to freshmen and once each to sophomores and juniors, and other testing programs involving fewer students. The supervisor of testing also provides resource and consultative service to a wide variety of school programs and committees.

The health service of Lyons Township High School is staffed by two full-time and two part-time nurses and a part-time physician. The nurses are responsible for seeing that all students have presented required physical and dental examination forms. Hearing, vision, and scoliosis screening is done for all freshmen in the fall and appropriate referrals are made. The school physician is present at the school one hour each week and is "on call" for orders at all other times.

The school psychologist arranges and facilitates staffings for students in the regular educational program. Psychological evaluation occurs throughout the school year and for three intensive weeks during the summer. Beyond these two functions, the school psychologist meets individually and/or in groups with students, links the school with appropriate therapeutic agencies, consults with staff regarding the programs of students; is involved in several all-school ad hoc committees, and relays information to staff about new movements and discoveries in school psychology.

Unique Program Characteristics

The Pupil Services Department of Lyons Township High School is a well-planned, well-staffed program, one which provides maximum service to students and their parents. The department is involved with and affects every aspect of the total educational program.

The Pupil Services Department does not function as a separate entity, but rather as an integral part of the total school program. Through cooperative planning, such activities as group guidance, group testing, student registration and Career Days are provided.

The well-trained, dedicated staff include class counselors, social workers, psychologist, college and career consultants, director of testing, speech therapist and nurses. These specialists work in harmony to provide maximum service to each student.

A developmental group guidance program provides a planned sequence of activities for each student. This program begins with orientation, continues with career exploration, and ends with finalizing post high school plans. Although the thrust of the group program is provided by class counselors, the college and career consultants and the director of testing are also actively involved.

The Pupil Services Department staff serve as members on all-school committees and on the Faculty Association. These close ties with staff not only maintain positive interpersonal relationships, but also provide for the sharing of expertise.

Over the years, the program has maintained a high degree of consistency with few, if any, impulsive changes. Program evaluation is an ongoing process and becomes the basis for any change. The philosophy of the department continues to be, "retain what is good--change only what needs to be improved." Growth is constant, but at a moderate pace.

School District Warren Township High School #121
500 North O'Plaine Road
Gurnee, Illinois 60031

District Superintendent Dr. Paul A. Rundio

District Population 1,451

Contact Person (name) James R. Strang
(title) Director, Pupil Personnel
(phone) 312/662-4363, ext. 76

Age Range of Students 13-19

Number of Attendance Centers by Type 1 high school

Demographic Information

Warren Township High School, District 121, is part of a dual district arrangement with grades 9-12 covering a fifty-two square mile area including the village of Gurnee and the communities of Gage Lake, Wildwood, Druce Lake, Milburn, Park City, Wadsworth, Mill Creek, and Grandwood Park. The 1980 population was 22,591, with a growth rate of 40% over a ten-year period. Primarily a suburban, industrial area, land availability remains which could produce rapid growth in a normal economic climate. The transition from a farming to a suburban community has produced changes in educational service expectations, but the economic status, middle to lower class with a significant percentage of families having both parents working, remains unchanged. The ethnic make-up has remained static with 95% of the students being Caucasian.

Program Description

The school, through fourteen academic departments, currently serves 1,451 students. In addition to on-campus curriculum, students receive vocational training through cooperative education programs and the Lake County Area Vocational Center, and selected students receive a basic education program through contracted alternative services. This vocational training is community-supported by local shopping areas and Marriott's Great America Corporation. Most recent school follow-up studies show that 18% of the students continue as full-time, four-year college students; 49% continue in two-year or trade programs, and 33% enter the working force.

The PPS administrative structure has direct lines of communication. All pupil personnel staff report directly to the PPS Director, who, in turn, reports to the District Superintendent. This direct communication results in an increased feeling of impacting the system, while reducing confusion on goal, project or budget issues. PPS staff include 1 director, 1 dean, 1 nurse, 5 counselors, 1 special education coordinator, .6 psychologist, 2.6 social workers, 7 special education teaching staff, 2 special education aides, and 7 clerical staff.

Each PPS staff member writes individual objective plans and submits them to the PPS director who then ties these P.P.S. department objectives to other school goals. This management-by-objectives (MBO) uses individual expertise in developing and integrating PPS services. MBO provides a systematic process for task review, needs assessment, objective identification, evaluation, and budgeting.

Task Review, the first step of the MBO PPS process, allows for both individual assessment and change in job descriptions. Each staff member updates credentials and identifies key task areas with specific responsibilities. This review stimulates evaluation of tasks and allows the individual to redefine the responsibilities of the task area.

Needs assessment results are used as a part of this review. Currently, needs assessment is done by survey and data collection. Students, parents, and faculty provide feedback annually from selected survey forms. Data collection systems used for needs assessment include program feedback, discipline, attendance and failure reports, departmental performance reports, and achievement testing. These combined survey and data collection systems help individuals assess needed changes in types of services and in program processes.

Needed changes are a significant product of the MBO and are identified as "objectives for the current year." Individuals identify suggestions for improvement, objectives, target dates, and methods of checking performance for key tasks. These performance checks or evaluation on both the task and department levels are an integral part of the district's MBO process. This performance is reported on a department level to the PPS Director through written quarterly reports and quarterly interviews. At that time, the Director collects information from the task area and, with staff members, assesses movement toward successful completion of task area and department objectives.

The planning and evaluation processes culminate in budget recommendations. Just as the individual members design their tasks and identify objectives, they are the resource for budget recommendations. As experts in task area needed, staff members prepare all budget items including salary (regulated by contract), purchased services, supplies and materials, capital outlay, and others. The individual budget recommendations, justified through the program plans, are submitted to the PPS Director who combines them to create the annual department budget for the District Superintendent.

This total MBO process results in a unique service delivery system focusing on tasks, rather than an assigned number of students for each PPS worker. This system of delivering services may be illustrated by looking at the counselors' tasks.

TASK AREA SERVICES FOR COUNSELORS

Crisis Counselor	Human Relations Counselor	Testing & Optional Education Counselor	Career/College Counselor	Academic Counselor
Personal Counseling Schedule Changing* Testing* Crisis Counseling Group Counseling* Off-Campus Programs Registration of Incoming Freshmen Intake Counseling In-Service Alternative School Coordinator Consultation Special Education Consultant	Personal Counseling Schedule Changing* Testing* Crisis Counseling Group Organization/Counseling Registration of In-coming Freshmen In-Service Consultation Special Project Coordinator Research	Personal Counseling Schedule Counseling* Testing/Test Interpretation Group Counseling* Off-Campus & Special Programs Optional Education Programs Registration of Incoming Freshmen In-Service Consultation Career/College*	Personal Counseling Schedule Changing* Testing* Group Counseling* Career Counseling* College Counseling LCAVC Coordinator Registration of Incoming Freshmen In-Service Consultation Vocational Advisory Committee Member ACT-H.S. Counselor Advisory Committee	Personal Counseling Schedule Changing Testing* New Student Registration/Orientation Credit Evaluation Early Graduation Registration of Incoming Freshmen In-Service Consultation Outward Bound
Community Services Liaison Review Board Coordinator	Transition Program Truant Officer Motivation Lab	CPP Parents' Night Award's Night Coordinator	"How to Pick a College" Workshop Financial Aids Workshop Evening Hours	Freshmen Orientation Night Coordinator

*Shared areas of responsibility

In this example of task-centering, each counselor identifies a job title representing the primary function of the task (diagram). Thus, the "testing counselor" assumes responsibility for completion of all district and college board testing programs including placement tests, junior career testing, ACT or SAT, and senior achievement testing. This responsibility does not leave the counselor as the sole functioning agent, but assigns primary responsibility to the testing counselor for staffing, date selection, test selection, student notification, sites and materials necessary to accomplishment of the testing task. Task-centering responsibility thereby creates areas of expertise in delivering services while promoting teamwork through some shared functions of task completion.

The exemplary product of the MBO system is expressed in the services delivered through the task areas:

Health Services:

1. The school nurse provides a variety of school health services to the entire school population.

2. Additionally, the nurse works with a Medical Advisory Board composed of local medical professionals to maintain updated emergency standing orders and review school medical forms.

3. The school nurse and the dean's office also cooperatively offer smoker's clinics to first-time smoking offenders through four required educational evening meetings as an alternative to disciplinary action.

Special Education Services: The district is moving to integrate LD students full-time into mainstream classes and continues to support the BD and EMH programs. Thus, special education staff assistance is provided to all departments.

Discipline and Attendance Services: The dean's office emphasizes student awareness and responsibility through forced choices in discipline matters. The student handbook outlines behavior issues and identifies possible consequences which include in-school suspension, Saturday suspensions, and behavior contracting. The dean's office also addresses attendance problems. The dean's office enlists the aid of school counselors, school social workers, or community counseling intervention for continuing truancy problems.

Guidance Services: Student referrals are processed through a nine-member review board (two counselors, all social workers, the nurse, dean, special education coordinator, and the psychologist). This review board is coordinated by the in-take counselor. Cases are discussed, assigned, and evaluated within a prescribed timeframe to assure interventions are started. Career education has developed into a four-year process utilizing the four-year plans, special testing, and activity programs in classrooms. Testing service has expanded to coordinate the steps in career development and to provide measures of high school academic growth and education

progress evaluation through correlated freshmen placement and senior achievement testing. Finally, community agencies have been integrated into the school needs through programs such as the Freshman Transition, a pre-high school intervention for designated "high risk" students. The feeder systems and the Warren Township Youth Services coordinate with the high school to design group and individual interventions to promote high school success. The Reduced Suspension Program further integrates services through a design to provide drug/alcohol education from community resources while reducing suspensions for first-time offenders.